

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mrs. Niki Fryou

Official School Name: Hattie A. Watts Elementary School

School Mailing Address: 1307 Third Street
Patterson, LA 70392-5049

County: St. Mary State School Code Number: 051005

Telephone: (985) 395-5976 E-mail: nfryou@stmary.k12.la.us

Fax: (985) 395-2588 Web URL: http://www.stmary.k12.la.us/hawe/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Donald Aguillard Superintendent e-mail: daguillard@stmary.k12.la.us

District Name: St. Mary Parish District Phone: (337) 836-9661

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Roland Verret

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 12 Elementary schools
(per district designation) 5 Middle/Junior high schools
5 High schools
1 K-12 schools
23 Total schools in district
2. District per-pupil expenditure: 10808

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	46	31	77		6	0	0	0
K	50	49	99		7	0	0	0
1	52	66	118		8	0	0	0
2	68	68	136		9	0	0	0
3	68	59	127		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								557

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
0 % Asian
45 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
53 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 21%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	54
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	60
(3)	Total of all transferred students [sum of rows (1) and (2)].	114
(4)	Total number of students in the school as of October 1, 2009	556
(5)	Total transferred students in row (3) divided by total students in row (4).	0.21
(6)	Amount in row (5) multiplied by 100.	21

8. Percent limited English proficient students in the school: 0%
 Total number of limited English proficient students in the school: 0
 Number of languages represented, not including English: 0
 Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 74%

Total number of students who qualify: 403

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 16%

Total number of students served: 87

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>44</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>9</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>0</u>
Paraprofessionals	<u>16</u>	<u>0</u>
Support staff	<u>11</u>	<u>4</u>
Total number	<u>68</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	95%	94%	94%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	0%	0%	1%	0%	1%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Student attendance incentives were put into place in 2007-2008 school year to increase student attendance. Our highest number of absences occur in kindergarten. The district attorney's Early Intervention Program receives a referral after 4 days absent. A plan is developed with the school and the parent.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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Hattie Watts Elementary began as a wooden two-story building for African-American children in 1896 and moved to the present site in 1912. The school was named in memory of Mrs. Hattie A. Watts, an African-American teacher, who dedicated her life to educating young children in the community. Her philosophy of success was that success is doing the things you know you should do, and not doing the things you know you should not do. Simply put, “success is doing everything that you do the best way you can.” She also believed that “through reading you can grow from what you are into somebody you want to be.” Many of Mrs. Watts’ beliefs have been adapted to meet the physical, emotional, and educational needs of today’s students.

At Hattie Watts, we strive to provide a strong curriculum to prepare our students for future endeavors. Our mission is basic and succinct, “All teachers teach! All students learn! All parents support! Academically we succeed!” Collaboration and teamwork are needed to sustain this vision along with the daily encouragement of students to strive to be the best they can be and always put forth their best effort.

Hattie Watts Elementary is the largest Title I (PreK-3) school in the district. It is the only elementary school serving a small rural community with a population of approximately 6,500. The city of Patterson offers a family atmosphere accompanied by small-town friendliness. There are historical attractions, such as the Aviation and Cypress Sawmill State Museums, and accessibility to fishing and hunting for locals to pass the time. Big city entertainment is only hours away in either Baton Rouge or Lafayette. Patterson is also known for the Cypress Sawmill Festival held each spring to highlight the historical impact this area had on the cypress industry.

At least 75% of the students who reside in the neighboring areas come from high poverty families. Many have minimal supervision and walk to and from school to public housing. In numerous households, education is not a priority; however, despite their backgrounds, students work to the best of their ability to beat the odds and achieve success. Much of the credit goes to the compassionate teachers and faculty who go the extra mile to meet the needs of their students. Hattie Watts prides itself in its reputation for low teacher turnover. This also has proven to be a benefit when the children and grandchildren of former students are in attendance at the school.

In 1999, the school performance score was a mere 55.3. Through years of curriculum revisions, leadership changes, and perseverance, Hattie Watts Elementary is very proud to be one of the top three performing schools in the district with a present school performance score of 109. In 2009, the state of Louisiana recognized Hattie Watts Elementary as a “Three Star School.” Our efforts in closing the achievement gap have proven to be worthy of Blue Ribbon status.

Most recently, Hattie Watts was recognized for being a “High-Performing, High-Poverty” school by the Louisiana Department of Education. Only fifty-six schools, representing thirty school districts across Louisiana were awarded this title. The recognition was given to schools for overcoming the challenges associated with educating high numbers of poor and minority children. To earn the High-Performing, High-Poverty (HPHP) designation, schools must meet the following criteria:

- A baseline School Performance Score (SPS) of 100 or higher for two consecutive years, based on the state's accountability system. School Performance Scores are determined based on student scores on state assessments, attendance, non-dropout rates and graduation rates, depending on the grade configuration of each school. A School in Decline is not eligible for the designation, even if its SPS remains above 100. The School in Decline labels assigned to schools with an SPS below 110 that drop by 2.5 points or more in one academic year.
- At least 65 percent of the school's population must be enrolled in the federally-funded free or reduced-price meal program. Student participation in the free or reduced-priced meal program is a

national indicator used to measure poverty. Statewide, 66.2 percent of Louisiana's nearly 700,000 students qualify for the federal free and reduced meal program.

This honor proves that all children can perform at high levels with the right educational environment. We are proud of our accomplishments and are eager to continue on this positive trend. Hattie Watts Elementary truly believes in the school's Mission Statement –All Teachers Teach! All Students Learn! All Parents Support! Academically WE SUCCEED!

1. Assessment Results:

Hattie Watts Elementary School's performance trends from 2006- 2010 are to be commended. Closing the achievement gap was a goal set by the School Improvement Team for the 2007-2008 school year. All of our students are capable of achieving proficient levels and it is our job to help them succeed. With large gaps between our white, African American, and economically disadvantaged subgroup performance scores, strategies were employed to meet the needs of the different groups.

Hattie Watts Elementary's School Performance score (SPS) is based solely on the tests of one grade. Third graders take the iLEAP tests which are aligned with Louisiana's content standards, benchmarks, and grade-level expectations in English Language Arts, Mathematics, Science, and Social Studies. These tests are given to students in grades 3, 5, 6, and 7. iLEAP tests were developed to provide a more continual tracking of students. The "i" represents integrated Leap. Because it is a combination of norm-referenced tests and criterion-reference tests, students receive achievement levels on all four tests. Achievement levels are described below:

- **Advanced:** a student at this level has demonstrated superior performance beyond the level of mastery.
- **Mastery:** a student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
- **Basic:** a student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
- **Approaching Basic:** a student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
- **Unsatisfactory:** a student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

The tests consist of different types of items. Some constructive-response items require students to compose an answer and utilize higher order thinking, but most items are multiple choice. iLEAP tests are administered in April, along with the LEAP and Graduate Exit Exam (GEE). However the iLEAP is not considered a high stakes promotional test, like the fourth and eighth grade LEAP test.

In addition to students receiving achievement levels, schools are also given achievement levels in two different accountability areas. Schools are assigned an accountability label based on the growth of their school performance score. Full details of the labels can be found at the Louisiana Department of Education website. Hattie Watts has received Exemplary Academic Growth or Recognized Academic Growth for the past three years. Schools also receive a Star rating. Hattie Watts is one of only four schools in St. Mary Parish to be a proud "Three Star" school for our 109.6 School Performance Score.

In 2006, Hattie Watts had a 19.7% gap between African-American and white students who scored proficiency in mathematics. Our school adopted a new math curriculum based on the conceptual development of mathematics skills. Maximizing instructional time became a focus for the entire grade. After school tutoring was provided to help those at-risk students. Working collaboratively, teachers began monitoring data. Additional activities, such as *Every Day Counts*, *Rhymes and Times*, *Math Wrap Ups*, and inclusion math tutoring were important in helping all learners. In 2009, our school has almost closed the mathematics achievement gap between African-American and white subgroups to a minimal 3.6%. Our economically disadvantaged students were also falling short in the achievement standards in

mathematics. In 2006, Hattie Watts had an 11.3% gap between these two groups. It has steadily decreased and in 2009, we boasted a minimal 3.6% performance gap.

Traditionally, Language Arts has been a concern at Hattie Watts since the district screened students using the Iowa Test of Basic Skills (ITBS). In 2006, our African American to white subgroup achievement gap was a staggering 12.4% and economically disadvantaged to white subgroup achievement gap was 7.1%. After implementing several new approaches in instruction such as *Four-Square Writing*, *Thinking Maps*, *Reading Assistant*, *Fast ForWord*, *Voyager*, *Failure Free Reading*, and eventually a new curriculum, positive gains are recorded. In 2009, minimal gaps were noted between the various subgroups. African American to white proficiency was a mere 3.5% and economically disadvantaged to white was only 2.7%.

While official subgroup data for the 2010 tests was not officially released, efforts to continue in the positive direction have continued. Additional information on state assessments can be found on the following website: www.louisianaschools.net/dag/

2. Using Assessment Results:

Our school systematically uses data from various sources to improve student and school performance. For example, our students take assessments every six weeks in both Math and Language which measure performance on GLEs (grade level expectations) taught during that period. Each teacher completes a report that lists the GLEs on which the students performed the most poorly, and shows how the teacher plans to reteach those GLEs. After reteaching, the students are reassessed to determine if the students have achieved satisfactory improvement in those GLEs.

Another source of data that is used is Dynamic Indicators of Basic Literacy Skills (DIBELS). All students are assessed at the beginning, middle, and end of the school year. Those students who need intensive or strategic assistance are then reassessed every two weeks to determine if progress is being made. Teachers are then able to adjust interventions based on the results of progress monitoring.

In addition, comprehensive reading assessments are given at the beginning of the school year. These assessments, along with DIBELS results, are used to place students into differentiated groups within the classroom. Additionally, data is used to determine which students would benefit from Strategic and Intensive interventions. In addition, teacher input along with data is analyzed to help with placement of students in tutoring programs such as *Voyager* and *Reading Assistant* or individual tutoring.

Our mathematics curriculum is assessed by utilizing unit assessments. Classroom tests are given periodically to ensure understanding before the end of a unit. GLE assessments also drive our re-teaching in math. The *DeepMath* curriculum is a spiral approach to the concepts. Numerous objectives and GLEs are covered each day building on the previous skill. This provides children an opportunity to develop a deeper understanding of the concepts.

Our language arts program uses both formative and summative assessments to aid students in becoming well-rounded writers. Formative assessments include monitoring student writing, providing feedback, and conducting writing conferences. Student writing is assessed using a consistent rubric throughout grade levels. The students are familiar with the rubric, know what criteria is used, and are able to self-assess and adjust their own writing. The addition of technology using promethean boards has enhanced instruction.

Unsatisfied with iLEAP results the past several years, teachers made a concerted effort to increase achievement and close the gap among subgroups. Teachers worked together to create instruction and practice that would better prepare students for the material and format of iLEAP. Since then, scores have steadily improved and the achievement gap has closed.

3. Communicating Assessment Results:

When schools care about families and support parents as equal partners, children reap the benefits. Hattie Watts Elementary believes that communicating with parents and the community is an essential part of student success.

Student performance is communicated through an online grading program called JPAMS. Grades are entered by classroom teachers and parents can view their child's grades by logging online. Weekly test papers are sent home for parent and child review and parents are encouraged to contact our school any time there is a concern. Parents and students receive progress reports mid-nine weeks and report cards every nine weeks. Parents are also informed of their child's DIBEL scores during conferences and placement of at-risk students. Teachers explain each student's results and what the results mean for the child. Students are informed of their scores after being tested. Tests are discussed in class, and reviewed when necessary.

Parent- teacher conferences are formally held twice a year, and teachers communicate with parents periodically throughout the year, as needed. A school newsletter is sent home monthly highlighting classroom events and study tips. Other methods of communicating student performance include personal contact by the teacher or administrator, phone call, email, and open house. These seem to be the most effective form of communication. The impact can be colossal when a teacher calls parents to tell them about their child's accomplishments.

Standardized test scores are available to parents, students, and community online as well as through the school's annual report card. The annual report card provides an opportunity to facilitate positive relations with parents and the community by telling them the "good news" and indicating areas for improvement. All residents can access information pertaining to the school through the district's web page and the state department website. Standardized test scores are compared to district scores and statewide scores. The school's performance score is also published in local newspapers.

Communication is a vital part of any relationship and Hattie Watts capitalizes on that concept. We continually collaborate with parents, keeping them involved in all aspects of their child's progress and the accomplishments of the school as a whole.

4. Sharing Lessons Learned:

Hattie Watts has an "Open Door" policy. Numerous teachers from across the district have visited to observe our second and third grade language arts and mathematics lessons. District level administrators have consistently recommended our teachers as models of effective classroom teaching. Several of our teachers have been asked to help develop curriculum plans for the implementation of the math and language arts curriculum. Collaboration is the key to successful implementation at our site.

Our *Fast ForWord* Proctors are also role models of appropriate implementation and motivation for the district as evidenced by the numerous visits from district level proctors and teachers, teachers and administrators from other parishes within the state, as well as visitors from other states. Every time a new proctor in the parish is hired, Hattie Watts is used as an observation and training site. Neighboring parishes also send administrators to our school to discuss implementation and scheduling with our administration and to observe students in action. Our proctors share organizational and implementation tips, as well as successful monitoring for participation and intervention strategies with all observers. Scientific Learning Corporation even used Hattie Watts to film a portion of their documentary to show the success of *Fast ForWord* in all learners regardless of their subgroup or academic level. In all observations, stakeholders have left with ideas to increase student achievement.

In addition to opening the doors to observers, we are proud to have two National Board Certified teachers on our staff. They willingly recruit and encourage others who are beginning this lengthy process. Several of our teachers have served on district level teams such as the Positive Behavior Intervention Support

(PBIS), textbook adoption, curriculum writing and mapping teams. Sharing our wealth of knowledge to make student learning more powerful across the board is important to our staff!

Our university partners, Nicholls State University and University of Louisiana, send prospective teachers to our campus on a regular basis to observe learning in process. Several students complete undergraduate observations at Hattie Watts. We are fortunate to serve as a supervision site for Nicholls State University. Each semester we have one, if not two, student teachers. All parties benefit from this type of collaboration. New teachers gain valuable experience from the supervising teachers and other faculty members. As with all new teachers, current ideas and an increased level of excitement are shared with our veteran faculty members.

1. Curriculum:

In St. Mary Parish the “What” of teaching is provided for the schools from a district level. However, the “How” of teaching is crucial to academic success. At Hattie Watts Elementary, we strive to utilize the most engaging instructional strategies to meet the needs of our diverse learning population. Research and professional development help our school stay on top of the instructional mountain. We continue to climb higher and higher or dig deeper and deeper to reach all levels of learners.

We utilize the *Harcourt StoryTown* reading series which provides a leveled system of instruction. Whole group instruction during Step One, combined with Whole Brain Teaching strategies, provides a strong base curriculum. Step Two of the reading system allows for individual teachers to provide small group instruction based on reading levels and skills. While small group instruction takes place, the other students are actively involved in literacy stations working on the various reading skills. In addition to this approach, Tier II and Tier III reading times are employed to work with our strategic and intensive level students. During these times, numerous intervention programs and tutoring takes place. Some interventions are completed by the homeroom teachers, and some take place in other settings. *Voyager*, *Fast Forward*, *Failure Free Reading*, and *Reading Assistant* are some of the programs that are incorporated in the Tier Intervention times along with several specific skill-based tutoring sessions that occur throughout the day.

Our language program is called *Write Source*. We are in our second year of this adoption. The program is designed to teach grammar concepts embedded within the writing process. *Mountain Language* is a supplemental program that is completed in first and second grade to help build those basic skills. Thinking Maps and 4-Square Writing are strategies used at Hattie Watts to aid in organizing thoughts and planning complete paragraphs. The writing process is utilized throughout the curriculum. Learning logs are integrated in other curriculum areas to increase writing skills.

Hattie Watts’ students are engaged in a conceptual development-based math curriculum referred to as *DeepMath*. This is our fourth year teaching this spiral curriculum approach. Concepts from numerous strands are taught daily and revisited numerous times throughout the course of the year. Problem solving strategies have grown tremendously. All problems in this curriculum are in a story problem format. No more just drill and practice! Thinking skills are utilized all day through the use of manipulatives and engaged learning activities. Teachers still squeeze in the practice with the basic facts, but it is done after the development of the concept has taken place. Lifelong learning is taking place.

In addition to our core curriculum areas, our school offers an enrichment class to all students once a week wherein they work on self-esteem, positive character traits, empathy, and additional skills to develop the whole child. Physical education and library classes are provided to all students PreK – third grade. The PE teachers work on fitness goals by participating in the “Mile Club” program. Students earn feet charms by walking miles. Bullying, self-esteem, red ribbon, drug-free, team building, and free play activities are also provided. In library, we provide students the opportunity to learn about different types of genres, authors’ purpose, and story elements. In addition, they are developing a love and passion for reading. Our independent reading incentive, “Hattie Watts Reading Express”, encourages students to read for pleasure. Students are rewarded for every twenty five books they read. Hattie Watts proudly works with the St. Mary Arts and Humanity Council to provide music and art assemblies to our student body. Through the activities, our faculty and staff members try to help mold the whole child!

2. Reading/English:

Our school systematically uses data from various sources to improve student and school performance. For example, our students take assessments every six weeks in Math and Language which measure

performance on GLEs (grade level expectations) taught during that period. Each teacher completes a report that lists the GLEs on which the students performed the most poorly, and shows how the teacher plans to reteach those GLEs. After reteaching, the students are reassessed to determine if the students have achieved satisfactory improvement in those GLEs.

Another source of data that is used is Dynamic Indicators of Basic Literacy Skills (DIBELS). All students are assessed at the beginning, middle, and end of the school year. Those students who need intensive or strategic assistance are then reassessed every two weeks to determine if progress is being made. Teachers adjust interventions based on the results of progress monitoring.

In addition, comprehensive reading assessments are given at the beginning of the school year. These assessments, along with DIBELS results, are used to place students into differentiated groups within the classroom. Additionally, data is used to determine which students would benefit from Strategic and Intensive interventions. In addition, teacher input along with data is analyzed to help with placement of students in tutoring programs such as *Voyager* and *Reading Assistant* or individual tutoring.

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Our language arts program uses both formative and summative assessments to aid students in becoming well-rounded writers. Formative assessments include monitoring student writing, providing feedback, and conducting writing conferences. Student writing is assessed using a consistent rubric throughout grade levels. The students are familiar with the rubric, know what criteria is used, and are able to self-assess and adjust their own writing. Unsatisfied with iLEAP results the past several years, teachers made a concerted effort to increase achievement and close the gap among subgroups. Teachers worked together to create instruction and practice that would better prepare students for the material and format of iLEAP. Since then, scores have steadily improved and the achievement gap has closed.

3. Mathematics:

In order to maximize student learning and help students make sense of mathematics, we use the *DeepMath* program. The philosophy of the program is firmly grounded research about how children develop connected, useful, and permanent mathematical understanding. Students must build this kind of understanding through carefully selected and sequenced activities with real life experiences and ordinary language. Permanent learning is acquired gradually as students connect new ideas, new words, and symbols to prior experiences and to understanding which is already firmly rooted in their minds. Everything in this program is introduced concretely. Students encounter new concepts and processes through active engagement with familiar objects and situations. Then, these concrete experiences are connected to the mathematical words, and finally to the symbols which are appropriate to the students' level of maturity.

We want students to believe that if they are willing to think and to experiment, they can find solutions to problems which may seem "too hard" at first glance. We allow them the time to think and the freedom to do things in ways that may be very different from traditional methods. Students are encouraged to become risk-takers as they share the strategies they have used to solve problems.

While the core instruction is *DeepMath*, all grade levels use the *Every Day Counts Calendar Math* program, a supplemental program designed to capitalize on daily discussions to foster children's mathematical confidence and competence. It revolves around an interactive bulletin board with a variety of elements. Different monthly elements provide a continuous learning experience in which students examine mathematical relationships central to the curriculum for their grade level. The daily exposure to critical math concepts helps children learn a little at a time every day. Incremental changes on the bulletin

board allow students to build skills at a comfortable rate. If understanding does not come immediately, there is always another day to reinforce the previous day's skills. Addition and subtraction practice, measurement, clocks, money, graphing and patterns are skills reinforced daily. Each grade level also reinforces basic facts daily using *Practice Counts* or activity folders.

We acknowledge the importance of standardized testing and understand the need to identify at-risk students. At-risk students are identified by using data from district assessments and STEEP testing. We utilize the services of Title I by providing a paraprofessional to assist at-risk students in the classroom and in a small group in the lab setting.

4. Additional Curriculum Area:

Our social studies curriculum is taught in many ways embedded throughout the curriculum. The students receive hands-on instruction to help understand the concepts. Field trips were selected to match the lessons so children can see first-hand what the lessons are about. Starting in Pre-K, the students visit the town hall, fire station, Acadian Ambulance to show our community helpers in action. In Kindergarten they participate in monthly library walks to the community library. The lessons at the library are based on current topics with holiday and historical backgrounds. First – third grade students visit or participate in swamp tours, insectarium, plantation homes, and many other locations that have a social studies connection.

In addition to numerous field trips, the content is embedded into literature. Our librarian collaborates with classroom teachers and selects literature that correlates with classroom lessons. The use of technology also enhances the social studies lessons. Students enjoy watching video clips of historical events. The use of computers and smart boards brings the excitement of social studies to the next level. The inclusion social studies materials, during our literacy stations, also brings the excitement up a notch. Students read and discuss with a partner, share and create items, and participate in numerous contests all with a social studies background. Our students are involved in Red Ribbon and Hometown Spirit writing and drawing contests as part of our Social studies curriculum.

The inclusion of “Power Teaching” strategies has helped to engage students in the learning process. The use of singing, gestures, art, and music has tapped into the multiple intelligences. Students are having fun while learning. Hands on lessons provide children with the concrete learning experiences. Home-based projects are developed to increase parental involvement. Students have designed flyers, brochures, and posters for social studies classes. In our upper grades, students are also provided the opportunity to increase their speaking skills by sharing their projects to the class.

5. Instructional Methods:

Meeting the needs of the individual learners is crucial to academic success. Differentiated instruction occurs throughout the learning environment. Our *Storytown* reading program provides numerous opportunities to meet the diverse needs of our different subgroups and academic levels. Instruction based on individual student levels takes place during small group time and intervention groups. Practice of needed skills and enrichment opportunities take place within the literacy stations, while additional interventions occur in and out of the classrooms during Tier II and Tier III instruction.

Students are placed in small groups based on DIBELS and benchmark assessments, and classroom observations. Plans are made to meet the needs of each individual group. Literacy stations also provide opportunities for the different levels of learners. Peer assistance continually benefits all learners during stations.

Interventions are provided both in and out of the classrooms. Teachers work with struggling students using the *Storytown* Intervention kits. *Voyager Learning*, *Failure Free Reading*, and skill-focused small groups are provided outside the regular classroom setting. Supplemental services are also offered after school. iLEAP tutoring takes place for our third grade students after school. In order to increase the

number of students who participate, Title I funds are used to pay for bus transportation. Eighty of our third graders are participating this year.

Teachers have also been trained to identify learning styles of the children in their classrooms. By teaching to the diverse learning styles, all children have the opportunity to thrive. In order to increase student engagement, professional development on literacy stations, cooperative learning, and Whole Brain Teaching have been provided to all staff members. Peer observations on our campus are scheduled to increase the implementation of these instructional methods. Several classrooms are used as model classrooms for the different instructional methods. By maximizing instruction and increasing student engagement, academic success will increase!

6. Professional Development:

Hattie Watts Elementary has a broad range of professional development opportunities for the teaching staff. The school culture is one that embraces and encourages lifelong learning. This begins with its teachers continuing to find ways to strive for excellence in the classroom.

All professional development activities are based on student and faculty needs. Teachers and administrators use classroom and testing data, teacher observations, and self-evaluations to determine school strengths and needs. Professional development at Watts Elementary can be seen in a variety of ways. One way development occurs is within the school itself. School faculty members hold weekly collaboration meetings within respective grade levels. This is a time where teachers and school administrators assess student achievement and needs. There are also opportunities for teachers to meet across grade levels and address instructional needs and concerns.

The school leaders often utilize professional development opportunities by scheduling whole group collaboration and presentations. These opportunities can be held on or off campus. The school often invites neighboring schools to these professional development days, to enhance collaboration among elementary school within the district. Presenters are selected based on the school's needs to meet academic goals. Many times, presenters can be teachers within the school or outside sources.

Teachers are also encouraged to participate in professional development individually. This is done online through the school district's website or other credible programs. Many teachers have earned degrees and certifications on their own. Four teachers are currently working towards a Master's Degree, eight teachers hold a Master's Degree or higher, and two teachers are Nationally Board Certified. Anytime a teacher participates as an individual, they are encouraged to share and collaborate with other staff members. This usually takes place during grade level collaboration meetings or whole group activities.

Hattie A. Watts Elementary has been selected as a Pre-Teacher Advancement Program (TAP) School. With this opportunity, teachers will be engaged in multiple aspects of professional development. This program will restructure the daily school schedule and allocate time for teachers to collaborate, learn, plan, mentor, and share with other teachers on a daily basis. The hope is for Hattie Watts teachers to actively improve their quality of instruction and continue to enhance the academic success of their students. Throughout all kinds of professional development activities, all stakeholders work together to continually develop and improve action plans to help Hattie Watts Elementary students reach the school's educational goals.

7. School Leadership:

Making a difference was the plan! Creating both short-term and long-term goals was the initial step of the administration. Numerous discussions took place with the instructional staff at the district level before the new administration team took over in 2007. Hattie Watts Elementary has always had an amazing group of educators; however, some changes needed to take place to raise the school to new levels.

With the seniority level of several of the faculty, the transformational leadership style was most fitting. By empowering teachers, administrators believed student engagement and achievement would increase dramatically. After diving into the data with our grade level teams, adjustments were made to both school-wide and individual classroom schedules. Instructional time needed to be maximized to meet the diverse needs of our students. High visibility of administrators throughout the day has played a large role in addressing student academic needs by providing the support by physically and financially.

Focusing on the whole child became part of the school's vision. In order to capture children's brains, one must begin by gaining their heart. The students must feel safe and free to explore learning. All students are capable of learning, and at Hattie Watts Elementary, we strive to find the best curriculum and learning strategies to meet the individual needs. Both administrators participate in and follow-up on the professional development that is provided to the staff. Accountability measures are in place to ensure all stakeholders do their part. In order to keep efforts high, reinforcements and rewards are provided. All successes are celebrated - even small ones!

Parental involvement is crucial to the child's academic success. Sometimes that means educators become the surrogate parent. If a child is not receiving adequate assistance at home, we step in and provide the extra services at school. Homework Center has been added to our after school childcare program. A certified teacher assists children with homework four days a week. In addition, third graders are provided with after school iLEAP tutoring with bus transportation home. This allows teachers the opportunity to work with a small group of 8 to 10 children reinforcing those needed skills.

By facilitating change, all stakeholders have become engaged and the vision is clear! High expectations and strategies to reach our goals have been established. Our mission statement speaks volumes. All Teachers Teach! All Students Learn! All Parents Support! Academically, We Succeed!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: iLEAP

Edition/Publication Year: yearly

Publisher: Louisiana Dept. of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Basic, Mastery & Advanced	90	93	71	62	55
Advanced	0	9	2	1	5
Number of students tested	98	85	91	82	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic, Mastery & Advanced	85	90	70	54	51
Advanced		9	3	2	3
Number of students tested	66	57	64	61	75
2. African American Students					
Basic, Mastery & Advanced	82		65	61	45
Advanced			0	2	0
Number of students tested	45		43	46	51
3. Hispanic or Latino Students					
Basic, Mastery & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Basic, Mastery & Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Basic, Mastery & Advanced					
Advanced					
Number of students tested					
6. white					
Basic, Mastery & Advanced	94	94	78		64
Advanced	6	12	4		7
Number of students tested	50	50	46		55
NOTES:					

11LA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: iLEAP

Edition/Publication Year: yearly

Publisher: Louisiana Dept. of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, & Advanced	89	87	77	55	62
Advanced	6	5	2	1	5
Number of students tested	109	92	99	94	118
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic, Mastery, & Advanced	56	84	78	49	57
Advanced	0	4	3	0	3
Number of students tested	66	57	64	61	75
2. African American Students					
Basic, Mastery, & Advanced	37		74	54	53
Advanced			5	0	0
Number of students tested	45		43	46	51
3. Hispanic or Latino Students					
Basic, Mastery, & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Basic, Mastery, & Advanced	15				
Advanced					
Number of students tested	21				
5. English Language Learner Students					
Basic, Mastery, & Advanced					
Advanced					
Number of students tested					
6. white					
Basic, Mastery, & Advanced	48	88	80		66
Advanced		10	0		7
Number of students tested	50	50	46		55
NOTES:					

11LA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, & Advanced	90	93	71	62	55
Advanced	0	9	2	1	5
Number of students tested	98	85	91	82	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic, Mastery, & Advanced	85	90	70	54	51
Advanced		9	3	2	3
Number of students tested	66	57	64	61	75
2. African American Students					
Basic, Mastery, & Advanced	82		65	61	45
Advanced			0	2	0
Number of students tested	45		43	46	51
3. Hispanic or Latino Students					
Basic, Mastery, & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Basic, Mastery, & Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Basic, Mastery, & Advanced					
Advanced					
Number of students tested					
6. white					
Basic, Mastery, & Advanced	94	94	78		64
Advanced	6	12	4		7
Number of students tested	50	50	46		55
NOTES:					

11LA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient - Basic , Mastery & Advanced	89	87	77	55	62
Advanced	6	5	2	1	5
Number of students tested	109	92	99	94	118
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient - Basic , Mastery & Advanced	56	84	78	49	57
Advanced		4	3	0	3
Number of students tested	66	57	64	61	75
2. African American Students					
Proficient - Basic , Mastery & Advanced	37		74	54	53
Advanced			5	0	0
Number of students tested	45		43	46	51
3. Hispanic or Latino Students					
Proficient - Basic , Mastery & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient - Basic , Mastery & Advanced	15				
Advanced					
Number of students tested	21				
5. English Language Learner Students					
Proficient - Basic , Mastery & Advanced					
Advanced					
Number of students tested					
6. white					
Proficient - Basic , Mastery & Advanced	48	88	80		66
Advanced		10	0		7
Number of students tested	50	50	46		55
NOTES:					

11LA6